

Inspection report for early years provision

Unique reference number	EY257277
Inspection date	02/03/2011
Inspector	Jane O'Callaghan
Type of setting	Childminder

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the childminding

The childminder was registered in 2003. She lives with her husband and three children aged 14, eight and seven years old on the outskirts of Manchester. The whole of the ground floor and rear garden are used for childminding purposes. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under eight years at any one time. The childminder currently has five children on roll and of these three are in the early years age range and two are in the compulsory childcare group.

The childminder collects and takes children to local schools, visits parks and places of interest. She has a dog and cat as family pets

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are at home and thrive in the child-friendly environment where they receive excellent support. Each child is recognised and valued as a unique individual. The childminder spends her time actively involved in their play, extending their learning and development. The professionalism of the childminder ensures the service she provides is flexible, caring and inclusive to meet the individual needs of all children in her care. The childminder maintains her high standards through consistently reviewing and reflecting on her practice, which is in the best interests of children in her care. The childminder recognises that partnership with parents and other agencies is integral to every child's development.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to develop opportunities for parents to contribute further in the children's profiles.

The effectiveness of leadership and management of the early years provision

Children are effectively protected as the childminder has a comprehensive awareness of safeguarding issues. She has attended training and is confident in implementing the appropriate procedures, should any concerns arise. She has robust policies and procedures in place which are reflective of the setting's practice

and shared with parents. The childminder ensures that the children's safety remains paramount through effective processes. For example, she uses a password for people collecting children and ensures they are never left unsupervised with persons who have not been vetted. Extensive risk assessments for all areas of the childminder's home, resources and individual outings ensure children's safety is protected. All risk assessments are reviewed annually and daily checks are carried out prior to children arriving at the home. The childminder also has a record of visitors to her home and checks all personal identification.

Parents are kept fully informed about their children's progress and they are involved in their learning. Robust communication systems, such as, a detailed induction process, sending of emails to parents informing them of their day and regular questionnaires, ensure communication is maintained on a productive level. As a result, the childminder knows individual children exceptionally well and is able to meet their needs effectively. Parents are given access to their children's profiles, although they are not always given regular opportunities to contribute in them. The childminder has very good awareness of the importance of working with outside agencies when this arises with the children in her care and has procedures in place to follow.

The childminder implements an informative self-evaluation process. As a result, rigorous and extensive monitoring enables her to devise very good targeted plans. The childminder is totally committed to developing her practice on a continual basis to improve future outcomes for children. She has effectively implemented the Early Years Foundation Stage into her setting and has attended a wide variety of training, where the knowledge gained has been implemented into her practice.

The childminder is relaxed and natural with children and has created an extremely welcoming environment where children feel they belong. Children are able to be independent learners as they can easily access the excellent range of resources which are well-organised, creating an enabling environment for children to play and learn in. The childminder has a very positive approach and works hard to create an inclusive environment where children explore elements of their own and others' cultures. For example, they enjoy dressing up as they celebrate St Lucia day and make Swedish biscuits to eat, along with playing musical instruments from different countries. These along with other resources ensure that children have very good opportunities to learn about the wider world.

The quality and standards of the early years provision and outcomes for children

Children are extremely happy and settled in the childminder's care. She has excellent knowledge of the different stages of development and the specific needs of the children in her care enables her to plan a range of stimulating and interesting activities. Effective planning for each individual child and positive interaction enables the childminder to provide high levels of support, challenge and extension in all that the children do. The childminder does individual profiles and these contain lots of photographic evidence of children participating in a wide

variety of activities. For example, playing at the park and in the garden with a water tray. All observations are dated and are linked to the areas of learning and children's starting points and next steps are also clearly recorded.

The childminder spends lots of time with the children, encouraging them to play with the vast selection of toys that are easily accessible to them. Children are very keen to use their imagination. They pretend to take the doll for a walk and then ask to put it in the highchair. Children go to the drawer and get out a bib for the dolly and then go to the toy cooker and say 'she having an egg'. They then get the toy egg cup out and start to feed the doll, younger children watch on intensely and then start to copy them and also pretend to cook for the dolls.

Children have lots of fun dressing up in a fairy dress and other dresses showing them to the childminder. They are keen to talk to the childminder about their holiday to the Lake District where they tell of going for walks with their daddy and friends. The childminder gives children lots of opportunities to develop their creative skills through offering free painting, sticking, cutting out, baking and decorating biscuits. They also access a large variety of books, which depicts a range of fictional and non fictional ones for all ages of children. They also go out on trips in the community, to the library, local parks, child orientated groups and museums.

The childminder encourages children to have free play both inside and out in the well resourced garden. Whilst outside children love to play with the pebbles and with interaction from the childminder get out the toy diggers and use buckets to place them in the sieves. They all count the pebbles as they fall into the buckets and children count confidently to three. Children learn to balance as they climb up the slide, chase each other on bicycles and sit in cars, giggling as they bump into each other.

The excellent provision of healthy and nutritious meals and snacks, planned effectively in the displayed weekly menu, accessible drinks and extensive opportunities for fresh air and exercise fully promotes children's all-round good health. The children additionally learn about a healthy lifestyle by being encouraged to wash their hands and use 'special' soap and disposable towels. The childminder has posters around to remind children of the reason for washing their hands and flushing the toilet after use. The children's safety is an extremely high priority. The childminder practises fire drills regularly where she blows a whistle and children are aware of the procedure to follow in the event of a fire. She ensures that they learn about stranger danger and how to cross the road safely by looking both ways at the kerbside and always holding hands. She also records all visitors to the home and looks through the peep hole in the door prior to opening it, to ensure a safe and secure environment for children in her care. The children's behaviour is very good, the childminder sets clear boundaries. Children share the resources and the time of the childminder, responding well to gentle reminders to share or take turns. The childminder is a good role model, consistently praising and encouraging the children building on their self-esteem.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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